THE EIGHTH DAY.

21st February 1917.

The Assembly resumed its sittings at 11-30 A. M. on Wednesday, the 21st February 1917, when the representations on educational subjects were continued.

111. Certain matters relating to Education.

Mr. T. Kumara Pillai (Member, Kalkulam taluk) said that his first representation referred to His Highness the Maha Raja's College and the nature of the instruction imparted in it. It was about 50 years since College classes were instituted and 48 years since it was made a first grade College. Till 1065, *i. e.* during 21 years, the College had produced 786 matriculates, 345 F. A's., 164 B. A's., 21 B. L's., and 5 M. A's. If, during that period, so many English educated men could be turned out, the number would have been considerably more in the present day when people realized the value of English education, provided all reasonable educational facilities were given. When the foundation stone for the present College building was laid by the then Maha Rajah, His Highness had declared it as the policy of the State that every step would be taken to provide for increased accommodation, when on any future occasion that was called for. Though the Government had been trying their best to maintain the continuity of the policy foreshadowed by His Highness, the students had to put up with considerable difficulties and sufferings on account of want of accommodation. It had become almost impossible to secure admission for youths who had their whole educational career in Government schools and had been declared qualified for entrance into the Intermediate class in the Government Colleges, at the School Final Examination conducted by the Government. At the time the Matriculation examination was held, the College authorities felt bound to give admission to the successful candidates and the latter were confident of their being admitted into the College. Since the institution of the School Final Examination, both the sense of obligation on the part of the College authorities and the spirit of confidence on the part of the matriculates had disappeared. As a result of the representations made at the ninth session of the Assembly on the same subject, the Government issued G. O. No. E. 3327 dated 26th November, 1913. But matters had not improved even after the issue of that G. O. Hence it was that the same subject had been taken up at the successive sessions of the Assembly including the present one. When the College authorities were questioned by Government as to the existence of the complaint regarding admission, their reply was that no admission had been refused on the ground of want of accommodation. But the College authorities now declared that there was not sufficient accommodation to admit all the students who applied for admission, that admission was being given to all those who were declared fit for College at the School Final Examination, and that, if all students who applied for admission were to be admitted, the teaching staff would have to be increased. The desire for giving English education to their children was so keen among the people that, in most cases, they mortgaged their ancestral property and underwent other privations and difficulties to accomplish the object so dear to their heart. If the College authorities had only sympathy and a kind disposition to help the youths, the question of accommodation would not have been such a great impediment. Even if there was no accommodation, that difficulty would easily be removed by the present Government. There was a similar difficulty in Mysore and what the Mysore Government did was to provide additional accommodation. The same remedy would readily suggest itself to the present Government ever ready to deal sympathetically with the people.

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The Member then referred to the arguments advanced by the College authorities in defence of their action and proceeded to give individual instances in which admission had been refused here to the students who had secured seats in such reputed institutions as the Madras Presidency College. Those who were thus refused admission had joined other Colleges in the Presidency and gone through their College course creditably. A comparative enquiry into the examination results of such students in the Moffusil Colleges and of those who had been sent up by the authorities in the Trivandrum College would perhaps yield fruitful results. The Member then submitted that, if there were larger admissions and additional divisions or classes of the Intermediate class, there would have been no room for a similar complaint. He then enumerated the teaching staff in the College and added that, as they had work only for a few hours in the week, they could as well be utilized for an additional Intermediate class, the only extra hand that might be required being a Tutor in English. The next point to be inquired into was whether, in view of the decreasing strength in the College, the expenditure was also on the decline. The students in the College had not increased in strength, though the expenditure had been mounting up. In former Administration Reports there were evidences of Government having taken trouble to enquire into, and keep themselves in touch with, such matters as the increase or decrease in the strength of the College and the cause or causes of the variations. But, latterly, it had even become difficult to get statistics of students who got admission in each class at the beginning of the year, total number of students in each class, number sent up from each class for University examinations and the number of passes, etc. Those particulars had been furnished till 1083. In the absence of information on those points, the parents and guardians of College students were at a disadvantage. The Member requested that those particulars might be furnished in future Reports.

The School Final Examination was held from 1086 and there had been every year a large number of students for admission into the College. Still, the strength in the College had increased only to 276 in 1088 from 248 in 1086. But the larger accession of strength in the years 1089, 1090 and 1091, *viz.* 314, 355, and 436 respectively, was entirely the result of the present Dewan's interference in the matter of College admissions. But the College expenditure per student in 1074, which was only Rs. 200, had gone up to Rs. 367 in 1087 and come down again to Rs. 260 in 1091 with the addition to strength. Again, the disbursements on the College stood thus with reference to strength during the following years:—

Year.	*Strength.*	*Expenditure.*
1074	179	Rs. 41,123.
1080	200	Rs. 63,584.
1087	232	Rs. 84,794.
1091	436	Rs. 1,13,488.

The Member then submitted that the expenditure of such a large amount of money on a comparatively small number of students was a matter of public complaint and added that there was no sense of proportion to the large staff or the amount of money they drew as salary. One reason for the heavy expenditure was the lavish outlay on the Physics and Chemistry branches. The University results obtained every year were not commensurate with the expenditure for those branches. The number of students stood thus:—

Year.	*Chemistry.*	*Physics.*
1088	1	not given.
1089	5	4
1090	2	3
1091	3	2
1092	6	2

The number of those who passed in Physics and Chemistry during the 8 years from 1084 to 1091 was only 12 and 13 respectively. In other words, a graduate in

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either of those subjects cost Rs. 10,821. Young men after graduating in those subjects were only going up for law studies and becoming B. L.'s and thus frustrating the object with which they were given a training in the material sciences. A better course would be to divert the whole money spent on those Chairs as scholarships which should be awarded to industrial and technical students. Perhaps the reason for the small number of Chemistry and Physics students was lack of proper teachers or mental incapacity of the young men. If the latter was the case, the suggestion of the Member was to revive the Philosophy Chair and also to institute an Honours Course in the language Group as a memento of the *Shashtipurthi* of His Highness the Maha Rajah. The Member next spoke about the overstaffing of the College and the small amount of work each member of the teaching staff had. If that state of affairs were tolerated, the College would eventually become a very costly institution without any proportionate amount of good to the country or people. During the four years ending with 1089 there were 2,378 School Final Certificate holders of whom 281 alone got admission into colleges. The Member then considered the results of the University examinations. After quoting the Principal's remarks from G. O. No. 3327 of 1913 about the strength in the College, number sent up for the examinations, number who had passed, &c., the Member gave the following figures:—

Year.	*Total strength of the Senior Intermediate.*	*No. Passed.*
1087	63	29
1088	64	20
1089	101	44
1090	86	34
1091	87	27

In 1909, the Principal of the College reported to Government that 68 students left the College. No one enquired at the time as to why so many students left the College, nor was any enquiry held subsequently about the causes which led the students to leave the institution every year. Information under that head was not also given in the Administration Reports. Turning to the results of the B. A. degree examination, the Member averred that, from 1076 to 1091 *i. e.* for 16 years, 183 students had taken their B. A. degree or 11 graduates per year. But, during the 21 years, referred to by the Member, in the earlier history of the College, 164 graduates had been produced. To produce 11 graduates per year Rs. 1,13,488 was being spent. That showed the nature of the difference in the condition of the College then and now. First, whatever the reasons which might have weighed with students to leave their College and go elsewhere to study for the B. A. degree examination, when they had a First Grade College within their reach, the fact did not redound to the credit of the College here. In the opinion of the students, they were being badly and indifferently treated by the College staff. That was the cause of the unpopularity of the Trivandrum College. The Member then read extracts from the letters of students studying outside Travancore in support of the above opinion. He cited one or two instances of undesirable treatment accorded to the students of the local College by the teaching staff as a result of which they were not permitted to join their examinations. The ways of the College also demanded the attention of Government. People had every reason to be disappointed with the management of the College which consumed a large amount of money every year. It was, they believed, with the express object of bringing the College to the level of European Universities in point of general efficiency and culture, that European Professors were appointed. What he had to submit was that Government should kindly see that that object was attained. If the object had not been gained, it would be a wiser course to engage Indian Professors. Quite a large number of the School Final Examination Certificate holders who were declared qualified for College admission had gone to colleges outside Travancore, because they could not get admittance into the college in their country. But there was a good number of others who, having been refused admission, were idling their time in their own places, because they could not afford to go outside the State. That several young men with brains should thus spend their days in enforced idleness was a serious matter for the anxious consideration both of the people and the Government. The Member alluded to the high cost of living in the moffusil stations in the Madras Presidency where Travancore students were studying

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and read extracts from the letters of students who were undergoing great hardships and difficulties in strange and unfamiliar surroundings. In spite of those inconveniences there were 49 Travancore students in the Madras Presidency College, 84 in Pachaiyappa's College, 160 in the Madras Christian College, about 100 in the Madura Colleges, and about 200 in Trichinopoly, besides those who were studying in the Colleges in Tinnevelly, Calicut, &c. The total strength in the Junior B. A. and Senior B. A. classes of the Trivandrum College was 80 and 74 respectively. But then there were 28 and 25 Travancoreans in the corresponding classes of the Madras Christian College. The students in the Honours classes numbered thus:—

Year.	*English.*	*History.*
1090	6 ...	9
1091	7 ...	6
1092	3 ...	9

The number of Travancoreans in the Honours classes of the Madras Christian College alone was 9. The fact that the total number of Travancore students in the colleges of the three cities of Madras, Madura and Trichinopoly alone was 560 as against 436, the strength in the Trivandrum College, was worth noting. Whatever may be the explanation that might be given for the deplorable state of affairs in the College, the people had only one opinion, *viz.*, that the College authorities were solely responsible for it. The reasons for the small number of students in the B. A. classes were (1) the refusal of admission to the Intermediate Class, (2) low passes in the Intermediate examination, (3) the unsatisfactory treatment accorded to students and (4) the refusal by the College authorities of the reasonable requests of the students. The Member also pleaded for the substitution of rhetoric for philology. In closing his remarks on that topic, the Member submitted that the only means of strengthening the B. A. classes were (1) to insist on the College staff being sympathetic to students and giving them better treatment and (2) to establish additional Second Grade Colleges There was already a proposal on the part of the people to establish one in Central Travancore. He fully hoped that the Government would encourage such educational enterprises on the part of the people.

Secondary Education was the next topic. During the 14 years ending with 1091, there had not been that progress which ought to keep pace with the increase of population or ought to satisfy the requirements of the people. In 1077, there were 77 schools with 12,701 students which, in 1084, increased to 91 schools with 17,864 students ; but, in 1085, the figures came down to 62 and 12,087. But, in 1091, there were 79 schools and 20,646 students. In other words, during the past 14 years there was an increase of 2 schools and 7,945 scholars. The large increase in expenditure from 1077 to 1091 must, therefore, be considered to have been due to the two additional schools and the corresponding increase of scholars, *viz*, 7,945. The following figures were then given :—

Year.	*No. of Schools.*	*No. of Scholars.*	*Gross Expenditure.*	*Receipts.*	*Net Expenditure.*
			Rs.	Rs.	Rs.
1077 ...	77 ...	12,701 ...	1,12,709	50,475	62,233
1086 ...	68 ...	12,702 ...	1,17,295 ...	84,911	32,384
1091 ...	79 ...	20,646 ...	3,30,954 ...	2,06,779 ...	1,24,175

Though the increase in the number of scholars from 1077 to 1086 was only 1, the amount of fees realized showed an increase of Rs. 34,436. The difference between 1077 and 1091 was an increase of two schools, 7,945 scholars, Rs. 1,56,304 in the fee collections and Rs. 61,942 in expenditure. Of the above schools, only 36 were departmental with 9,889 scholars upon whom Government had spent Rs. 3,07,798. If, in the light of the facts above set forth, Government were to establish more schools and conduct them, the expenditure would be abnormal and intolerably high. The heavy cost incurred so far in maintaining the Departmental schools was due to the fact that the conditions prescribed in the Education Code regarding school-buildings and salaries of teachers had to be satisfied It was again that unnecessarily high

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standard that stood in the way of Government sanctioning more schools asked for by the people to satisfy their actual minimum requirements. Again, for the same reason, the people too would eventually become utterly unable to start schools, even though Government might be inclined to help them with grants-in-aid. Those facts ought to be carefully considered by Government; and it was a question whether the time had not arrived for curtailing the budget allotment for Secondary education, as, otherwise, people were not likely to get schools for their bare requirements. The staff in the 36 Departmental schools was now composed of 9 Headmasters on Rs. 300, 49 teachers on Rs. 150, 134 on Rs. 100, 6 on Rs. 60, 227 on Rs. 40 and 31 on Rs. 25. Besides that large staff, there was an Inspector on Rs. 750 and 2 Assistant Inspectors on Rs. 150 each. But the schools had decreased by 12 from between 1084 and 1091, though the increase of scholars was 2,782. At that rate, the average annual increase of scholars based on the figures of the past 7 years was not likely to be more than 397. When the necessity was felt to increase the expenditure under "salaries" and "school buildings," recourse was had to the enhancement of fees. The disproportion thus shown in the rate of enhancement of fees would be more patent, if it was known that, when there was an increase of only one boy in 10 years, the fee income had shown such a large variation as Rs. 34,436 on the *plus* side. In 1084 when there were 91 schools, Government had remarked in the Administration Report that some areas were over-supplied with schools, while others had fewer ones. Though 8 years had elapsed since the above remark was made by the Government, no attempt had been made either to re-distribute the schools or start fresh ones. On the other hand, the schools had decreased by 12 during the past 8 years, though at the several sessions of the Assembly representations had been made for more schools. There was urgent necessity for a Higher Grade Secondary School at Eraniel and Kalkulam and for similar institutions in other localities. It was a matter of great satisfaction that, during the past three years of the present Dewan's administration, there was an increase of 7 schools and 5,839 scholars. That was a large increase when compared to the previous years. Still, that did not satisfy the needs of the people. The Member requested that the Dewan might be pleased to evince that interest in Secondary education which he had taken in the promotion of Primary education.

In regard to Elementary education, which was next taken up, the Member first submitted that the people were extremely glad at the progress made during the past three years in Primary education. He then criticised the statement regarding cent per cent literacy in some of the taluks and observed that that was not a safe basis to go upon, that there were several children of school-going age in the cent per cent literacy taluks who had not received any schooling and that, except in towns and other localities where there were schools, all rural areas had been suffering from the disabilities arising from want of schools. The ignorance of people in rural areas often acted as a bar to their getting the full benefit of the work of the departments of Agriculture and Co-operation. The remedy advocated by the Member was the introduction of compulsory Primary education in the State as in the case of some of the other Native States of India. The objections raised against compulsion were, firstly, finance and, secondly, want of school-buildings. As cent per cent literacy had been produced in six taluks, compulsory provision might first be applied to those taluks in which case the two objections above mentioned would altogether disappear. The Member then took statistics of Primary education. In 1079, there were 3,614 schools with 1,80,872 scholars which, in 1086, became 1,556 schools and 1,45,659 scholars; or, there was a fall of 2,058 schools and 35,213 scholars. But, in 1088, the schools increased by 105 and scholars by 47,741. The net result during the 10 years ending with 1088 was a fall of 1,953 schools and a rise of 7,528 scholars. At the end of 1091, there were 8,656 schools and 1,07,704 scholars. Thus, it would be seen, the Member continued, that the progress made in 1089, 1090 and 1091, *i. e.* after the present Dewan took charge of the administration, had been noteworthy and that was due to the particular interest taken by the head of the administration and to the appointment of a special officer, who knew the Vernacular of the country, in charge of Elementary education. The Member then proceeded to give some figures in regard to the expenditure on Primary education.

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In 1079 when there were 1,80,872 scholars in the Primary Schools of the State, the expenditure was Rs. 2,11,691; but in 1086 when the scholars decreased by 35,213, the expenditure rose to Rs. 3,56,646 ; when, however there was an increase in 1091 of 1,15,232 scholars over the number in 1079, the additional expenditure stood at Rs. 8,09,178. The Member then referred to the great fall in the number of schools after the Education Code was enforced and made a passing allusion to the inconvenience people in the interior parts of the State were put to on account of several schools having had to be closed as a result of the rigorous application of the Code. At present, buildings for L. G. E. Schools were being put up by the people. If that were made the condition of a school being opened in a locality, the people would not get schools at all. That policy of Government should not be persisted in. The practice of 50 cents being insisted on for a school-site should also be stopped, as no such condition was laid down in the Education Code or by any departmental rule.

Touching Technical education, the Member complained that the present system of education had been more literary than practical. The only ways of living open to the products of such a system of education were (1) Government Service, (2) Medical Profession, (3) Engineering and (4) the Bar. So far as Government service was concerned, it had become impossible to provide for all qualified men in the Public Service, as there were only 39 appointments on Rs. 500 and above, 54 on Rs. 300 and above, 456 on Rs. 100 and above, 745 on Rs. 40 and above and 10,219 on Rs. 10 and above. The other three avenues of living had also become so terribly crowded that Travancoreans, who had gone abroad and obtained proficiency in professional subjects, were now wandering about for appointments. The only solution was in the introduction of technical and industrial education. If separate technical institutes could not be established, technical and industrial sides might be opened in the Elementary and Secondary schools. In conclusion, the Member suggested the appointment of a Committee of official and non-official gentlemen to inquire into the present system of education and submit proposals to introduce such changes in the Educational system as would enable its recipients to earn a living for themselves.

Mr. M. K. Madhavan Pillai (Member, Karunagapalli taluk) said that most of the points he wanted to speak about had been dealt with by other Members and that he would confine his remarks to the selection of books by the Text-book Committee. The books prescribed were, he stated, higly prejudicial to the morals of the scholars studying them. He quoted certain extracts from text-books used in the various classes from the Preparatory Class to the Fifth Form to explain his position. The Member handed over to the Dewan a list of books in the selection of which a good deal of partiality had been shown. Another point dwelt upon by the Member was the large number of books prescribed. He suggested that more books than were absolutely necessary for each class should not be prescribed.

Mr. K. N. Parameswaran Pillai (Member, T. I. C., Attungal) made the following proposals:—

(1) Publication of rare Malayalam and Tamil Manuscripts should be undertaken by the Government and suitable honoraria should be given for the work or a separate Curator should be appointed for the purpose.

(2) Government reports and all other publications intended for the public should, in the first instance, be in Malayalam, a translation being made in English, if necessary. Malayalam being the language of the Court and the people, every official document should be in that tongue.

(3) Munshis should be appointed to teach English in classes 5, 6 and 7 of Higher Grade Elementary schools.

(4) Private candidates should be admitted to the examinations conducted by the Government such as the Elementary School Leaving Certificate Examination.

(5) Head Masters of Elementary and Secondary schools should be authorised to issue transfer certificates and admit pupils.

(6) Vernacular Higher Examination should be held every year and should be thrown open to all qualified Elementary School Leaving Certificate holders.

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(7) There was no accommodation in the Higher Grade Secondary School at Attungal and so more temporary sheds should be put up.

(8) A Lower Grade Secondary school for Girls should be opened at Attungal.

(9) Admission to the Sanskrit College should be allowed to all youths without distinction of caste or creed and a separate Sanskrit College for Girls should be established.

Mr. R. Madhavan Unnithan (Member, Kunnathur taluk) made the following suggestions :—

(1) The term "Elementary" now applied to Vernacular education should be changed and the schools designated Vernacular Elementary and Vernacular Secondary Schools.

(2) The expenditure in the construction of Departmental school-buildings should be better regulated and greater economy should be practised. No attention was being paid now to prospective wants in regard to accommodation. When a building was begun, proper calculation as to its accommodation for some 10 or 15 years ahead ought to be made which was not being done now ; and the result was that temporary sheds had to be put up soon after the building was occupied. That was a source of inconvenience to the children and a waste of money. What should be aimed at should be utility to the largest number of children and not any architectural beauty or decoration.

(3) Greater attention should be paid to moffusil schools. Most of them had not been supplied even with good benches and desks and the children were being put to great trouble and inconvenience.

(4) A re-distribution of the staff in the department should be effected, such, for instance, as the abolition of the Range Inspectors and the appointment of an Inspector for each taluk with additional powers and greater responsiblities, especially in view of the fact that qualified graduates and licentiates in teaching were available.

(5) The pay of the teachers in Elementary schools should be increased. At present the rates were Rs. 10, Rs. 12, Rs. 15, and Rs. 20. The teachers should be placed above want which was not the case now. The Head Master of a Higher Grade Elementary school was getting Rs. 20. He had a large staff of assistants under him and had great responsibilities. That he should not get even the pay of a Drill Instructor in an English school was hard.

(6) Some changes should be made in the rules in regard to the dress of scholars in English schools. The pupils were very dirty and untidy because of the compulsion as to coat, cap, etc. Most of the pupils were poor and could not have a sufficient number of coats to ensure frequent change and thus maintain a satisfactory degree of personal cleanliness. If the rule regarding coat, cap., etc, had to be enforced, there should be another rule insisting on change of shirt and coat every Monday.

(7) At least till the fourth class, slates should be used in the place of note-books.

(8) The text-books selected were mostly not suited to the standard and should be so prescribed that the books for each class should be suitable to the standard laid down. The number of books and note-books which children of the tender ages of 10 and below had to carry were so many that they were a great burden to them when going to school daily. The price of text-books also was very high and prohibitive and was a serious block, in the case of poor parents, to the education of their children. Those disabilties should be removed.

(9) The present system of the sale of text-books in the Elementary schools under which books had to be bought through the Assistant Inspectors was highly unsatisfactory and caused a good deal of annoyance and trouble to children. Most of the books could not be had till the major portion of the school year had passed and, yet, during the annual examinations, questions were taken from the books which the children could not get. Better arrangements should be made.

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(10) English should be made compulsory in Elementary schools at least from class V and the successful students from the VII class of an Elementary school should be admitted into the III Form of a Secondary school.

(11) The system of education should be so changed as to make it more practical and thus enable its recipients to earn a living.

(12) An Agricultural College should be started in Central Travancore. Agriculture was the main stay of the people and, if improved methods were not introduced, the productive capacity of the soil would diminish gradually. There was, therefore, great necesssity for a scientific training in Agriculture and the prosperity of the ryot population depended on the best methods of cultivating the land. There should be provision in the College for the *free* training of the ryots for a short period.

(13) The present praiseworthy policy of encouraging industries of particular localities should be continued.

(14) Eighth and ninth classes also should be opened in Elementary schools.

(15) All examinations should be thrown open to private candidates also.

(16) Male teachers should not be appointed in the Educational institutions for girls.

(17) Pupils in the Girls' schools should be taught such useful subjects as Treatment of Children, Cookery, Domestic Economy, &c.

(18) The teaching of Music in Schools was not at all satisfactory. The *Bhagavatars* now employed were unfit to teach scientific music. The best course was to hold an examination for Music Teachers and appoint only those who were successful.

(19) The old Middle School Examination should be revived at least in regard to English schools.

(20) The Training Schools in the State should be better managed and Teachers' Associations should be better conducted.

(21) Education Boards should be created in each taluk with the local Assistant Inspector as President and the Assembly Members as members of the Board. All educational needs of the taluk should be carried out on the advice of the Board, the members being given some powers.

(22) All responsible Educational Officers should be natives of the State.

Mr. V. Velayudhan Unnithan (Member, Quilon taluk) first referred with gratification to the impetus given to Vernacular education during the past three years and to the placing of Vernacular education under an officer well versed in the Vernacular. He then dealt with the following points:—

1. Opening of the 8th, 9th and 10th classes in Elementary schools and making the standard of the 10th class equal to that of the Senior B. A. class and also enabling those who passed out from the VII class of an Elementary school to join the IV Form of a Secondary school. To attain the latter object it was highly necessary that English should be made compulsory in class IV and upwards. If that suggestion were to be carried out, the Lower Grade Secondary schools could be abolished.

2. Malayalam should be made the medium of communication in all Offices and Courts except the High Court and the District Courts.

3. Boys and Girls should be educated in the same school till the end of the Fourth class course. Schools from the V class and upwards should be separate for boys and girls.

4. As the Sewing Mistresses and Music Mistresses employed in the Girls' schools had hardly two hours' work, they might be given teaching work also in the school.

5. The Deputy Director of Public Instruction should be given the control of Vernacular Girls' schools also.

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6. There had been a good deal of criticism on the selection of books by the Text-Book Committee. It was high time that some remedial measure was taken to remove the evils complained about.

7. Honours Course should be established in the Language Group in H. H. the Maha Rajah's College.

8. Private candidates should be admitted to all examinations held by the Government.

9. A Committee of official and non-official gentlemen should be appointed to shape the educational policy of the State.

10. Special facilities should be given to the education of the depressed classes by the award of grants and in other ways.

Rev. Fr. Paul A. George (Member, T. I. C., Parur) submitted that at present only 37·2 per cent of the school-going population were receiving instruction and that 62·8 were growing in ignorance. That large preponderance of illiteracy was partly due to the want of a sufficient number of schools. If every one should be taught the three R's, there should be thrice the number of schools available at present. With the enormous annual expenditure of Rs. 20 lakhs, it was doubtful if Government would be prepared to educate unaided every one of the school-going population. The remedy lay in the Government supporting private agency in the field of education. The fact that a large number of schools had been built by the people and handed over to the Government was sufficient testimony to the readiness of the people to co-operate with the department. The aim of the Government should be to have one Elementary school for every square mile and one Secondary school for every 5 sq. miles and one Second Grade College in every Division of the State. The Member then submitted the following difficulties of Managers of private schools.

(1) Departmental schools were being held in buildings which were considerably worse than those used for private schools. In the case of the latter, the Educational authorities were insisting on standard buildings as set forth in the Education Code. Provisions regarding school buildings should, therefore, be revised and relaxed.

(2) In Departmental schools, 40, 50 and even 60 pupils were being herded together in one class, while in a private school the rule was that, wherever there were more than 30 pupils in a class, it should be divided into two. The Member requested that the above maximum should be enforced in Departmental schools as well.

(3) At present 25 was the minimum number of pupils in a class to enable grant being awarded. That was hard. He requested that 25 be changed into 20, the consequent reduction being made in the minimum number of girls, *viz.*, from 20 to 15.

(4) The present rate of grant in an Elementary school was Rs. 7 and Rs. 6 for a trained and non-trained male teacher and Rs. 7 and 8 in the case of females. That was a meagre sum in view of the monthly expenditure required. The Member prayed that the rates be increased to Rs. 8 and Rs. 10 in the case of males and Rs. 10 and Rs. 12 in the case of females.

(5) The Managers of private schools found it very difficult to get proper men as teachers and those who accepted service in private schools preferred to join Departmental schools, because, in the latter, there was the inducement of a pension. The Member requested that Government might institute a system of pensionary contribution to private school-teachers.

(6) Lastly, the Member pleaded for the introduction of religious instruction in schools.

Mr. S. V. E. A. Manikkam Chettiyar (Member, Neyyattinkara taluk) said that it was a matter for gratification that Elementary education had made rapid advance in the State. He pointed out that it was the bounden duty of the people and the Government to afford suitable training to the large number of pupils who formed an important asset to the State and on whom lay the future welfare of the

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people. The majority of those pupils came from poor families who mainly depended for their subsistence on the education their children received. In the opinion of the Member, the education given them should be of practical utility and should enable them to earn a living. Their monthly earning at present was very low, ranging from Rs. 7 to Rs. 15. It was unfortunate that a boy after undergoing a course of 6 or 7 years in Elementary schools could not earn even as much as a weaver or a carpenter whose daily wages ranged from Re. 1 to Rs. 3. It was, therefore, imperative that the education in Elementary schools should be such as would enable its recipients to earn a livelihood for themselves. The solution of the problem was important and lay in the development of existing industries and the opening of new ones. There were many callings for which the pupils could be trained, such, for instance, as weaving, carpentry, basket-making, etc. silk rearing, butter making and plaintain fibre industry were a few which could be developed as cottage industries and taught at home. If instruction in some of those subjects be made compulsory in a few Elementary schools in suitable centres, then there would be no necessity for making Primary education compulsory in the State. He understood that arrangements had been made for instruction on some of those subjects in six schools and he hoped that his suggestions would be accepted and acted upon soon after the completion of the Industrial Survey of the State.

Dewan's reply.—The representations and suggestions of the Members are noted for consideration.

112. Suggestions for the improvement of Industrial Education.

Mr. S. Subramonia Pillai (Member, Trading Classes, Nagercoil) said that, under the present system of recognising merit by success in the annual examinations, those who failed in the examinations formed a considerable portion of the student population, and that they secured no employment and directly or indirectly became a burden on society. In view to a solution of that problem, the Member made certain suggestions for the improvement of Industrial education. From industries he excluded agriculture and horticulture. He said that the inherent incapacity of the people here to compete with advanced foreign countries brought about the decline of even such industries as once flourished in the land and that the conversion of the artisans into tillers of the soil had been the result. The conservative habits of the people, the deterioration of the soil, the rapid increase in population and their aversion to emigration, all tended to make the country poorer day by day. It was the duty of the Government to resuscitate the industries for the well-being of the people.

The Member thanked the Government for having appointed a Special Officer for an Industrial Survey who might ascertain what industries flourished in the country, and what new industries might be introduced. He might also determine the nature of the raw materials available in the State forests and suggest the best markets for the produce of the State.

Regarding the nature of industrial education, the Member said that it should be mainly practical with as much of theory as was needed to render it sound and thorough.

As regards the question whether such education should be imparted in ordinary schools or special schools, the Member said that schools for general education should be distinct from those intended for industrial education. The nature of the industry to be taught in a particular school should depend on the sort of the main industry practised in the locality. Admission should be confined to those only whose ancestors practised the particular industry. Reasonable amounts must be given as stipends to the students.

The quality of the instruction ought to be judged from the demand in inland markets for the product of the workshops to be attached to each institution. Measures should be taken to see that none but *bona fide* artisans found access to the schools and workshops.

A Special Assistant should be appointed to assist the Special Officer. His chief work should be to open such schools in suitable localities and to see them conducted on efficient lines.

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